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Descriptive Statistical Results of a Sample of Professors and Students of the Lebanese University on the Use of Generative Artificial Intelligence

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ABSTRACT: This work presents a descriptive case study approach about the professors & students' perspectives on generative artificial intelligence at the Lebanese university. The main objective of this study is to highlight the importance of AI tools in the educational context. The methodology proposed in this empirical study is based on an effective design of a questionnaire, filled out by 36 university professors & 96 students, in which their usage patterns, perceptions, challenges and recommendations regarding these technologies in education were explored. Findings reveal a high adoption rate of respondents from both professors and students having used Generative AI tools, predominantly ChatGPT. While a majority of them recognize the potential to enhance teaching and learning experiences and improve efficiency in academic tasks, using it mainly for research and generating ideas for assignments or exams, significant concerns persist. The most prominent issues include plagiarism and academic integrity, alongside the potential for over-reliance on AI to diminish students' critical thinking skills. Concerns about the accuracy of AI-generated content were also notable. Despite these challenges, there is strong consensus that students should be permitted to use AI, but with the implementation of clear

guidelines. Consequently, professors and students strongly advocated for institutional support, emphasizing the need to encourage AI usage with clear guidelines and to offer AI training programs for both professors and students. In conclusion, this research highlights that while professors and students are actively engaging with AI and see its benefits, they underscore the imperative for structured integration, robust training, and clear institutional policies to navigate its challenges and harness its potential responsibly within the academic environment.

Keywords: *Generative AI, Professors, Students, Perceptions, Higher Education, AI Ethics, ChatGPT.*

Introduction

Generative Artificial Intelligence (GAI) tools, such as ChatGPT, Google Gemini, and Microsoft Copilot, have rapidly changed various sectors, including education. These technologies offer extraordinary competences in content generation, data analysis, and creative problem-solving, making them valuable properties in academic settings. In higher education, generative AI has the potential to enhance teaching, modernize research, and improve administrative efficiency. However, its incorporation into university also raises critical questions about accuracy, ethics, and the preservation of academic integrity. As instructors grapple with these advancements, understanding their perceptions, usage patterns, and concerns becomes essential to harness AI's benefits while qualifying its risks.

Despite the growing adoption of generative AI tools among university faculty, there remains a gap in comprehensive insights into how these technologies are perceived and utilized in academic practices. First, this work is a continuation work of a seminar previously held at our faculty (Chible, 2024), where we discussed in detail Artificial Intelligence in Education by presenting practical cases in the university context. This work addresses the following research questions:

- ✓ What are the demographic characteristics of professors and students who use generative AI tools at the Lebanese University?
- ✓ What is the level of awareness, usage, type, and purpose of generative AI tools among professors and students?

- ✓ What are professors and students' perceptions regarding the effectiveness, reliability, and ethical use of generative AI in academia?
- ✓ What are the primary concerns in general and attitudes of professors and students regarding students' use of generative AI in academic settings?
- ✓ What are the future expectations and policy recommendations of professors and students regarding the integration of generative AI at the Lebanese University?

To answer to the research questions, this work is based on the administration of a structured questionnaire with five sections, one section for each question. Addressing these questions is critical to developing informed policies and guidelines that align technological innovation with academic standards. Expecting that the findings will inform us how to integrate AI tools effectively while addressing concerns such as plagiarism and critical thinking erosion, and will highlight the need for targeted training programs to enhance AI literacy among educators and students, and will offer a balanced view of AI's potential and limitations, fostering a framework for ethical and sustainable adoption in academia.

This work, after this introduction, will include the following sections: the section "Summary of some recent studies", which presents a summary of the results of related and useful works; followed by the section "Survey results", which illustrates:

- ✓ Demographic Outcomes
- ✓ Awareness and Usage of Generative AI
- ✓ Perceptions of Generative AI in Academia
- ✓ Challenges and Concerns
- ✓ Future Perspectives and Policy Recommendations

Finally, the answers to the five questions posed above in the Introduction will be reported in the Conclusion.

Summary of some recent studies

The following table shows some related or similar studies that may be helpful in better understanding the use of AI in education.

Paper Title	Summary
Artificial Intelligence and Communication Technologies in Academia: Faculty Perceptions and the Adoption of Generative AI. (Shata & Hartley, 2025)	Results found that college professors perceived usefulness of AI predicted their attitudes and intention to use and adopt the technology, more than their perceived ease of use. Trust and social reinforcement strongly influenced college professors' GenAI adoption decisions. Findings emphasized the power of social dynamics in shaping professors' self-efficacy, attitudes, and use of GenAI. Trust enhances peer influence and affects how perceived usefulness shapes users' willingness to adopt technology, whereas self-efficacy has a minimal impact.
Examining Faculty and Student Perceptions of Generative AI in University Courses. (Kim et al., 2025)	The study presents a nuanced understanding of the current perceptions of generative AI among students and faculty by conducting an online survey of 982 students and 76 faculty from a large land-grant university in the southeastern United States. The results highlight the complexities universities must address as they attempt to integrate generative AI into educational practices.
Leveraging ICT and Generative AI in Higher Education for Sustainable Development: The Case of a Lebanese Private University (Boustani et al., 2024)	The study investigates the interaction of information and communication technology (ICT) and higher education in driving sustainable development, with a special emphasis on the rising significance of generative AI tools such as ChatGPT. The results, which were evaluated using descriptive statistics and correlation analysis, show that ICT tools, professional instructor development, and the upkeep of educational infrastructure all contribute considerably to Lebanon's sustainable development.
Ethical Use of Generative AI by Master's Students at the Lebanese University Faculty of Education (Mokdad, 2024)	Utilizing an online survey conducted with 120 students of the faculty, the study examined the frequency of use of GAI tools by students, purposes, factors, and their practices related to using them, such as critical evaluation, citation, and paraphrasing the AI-generated content to avoid plagiarism. The study also examined some students' opinions and attitudes towards using GAI. The findings suggested that there is a notable level of ethical awareness among respondents, alongside a clear demand for official guidelines by the university on

	ethical use of GAI.
Students' Perceptions of Using ChatGPT in a Physics Class as a Virtual Tutor. (Ding et al., 2023)	The research investigated undergraduate students' perceptions of using ChatGPT as an assistant tool for addressing physics questions. It focused on the accuracy of ChatGPT's responses, the relationship between students' trust levels and answer accuracy, and the influence of trust on students' perceptions of ChatGPT.
Perceptions About Generative AI and ChatGPT Use by Faculty and Students. (Petricini et al., 2024)	The study surveyed 286 faculty and 380 students from a large research university in the mid-Atlantic to understand their perceptions of AI use in higher education, particularly related to generative AI tools like ChatGPT. The findings reveal that while the reported use of ChatGPT technology is infrequent, most respondents feel its use is inevitable in higher education.
Understanding the Practices, Perceptions, and (Dis)trust of Generative AI among Instructors: A Mixed-Methods Study in the U.S. Higher Education. (Wenhan Lyu et al., 2025)	They surveyed 178 instructors from a single U.S. university to examine their current practices, perceptions, trust, and distrust of GenAI in higher education in March 2024. While most surveyed instructors reported moderate to high familiarity with GenAI-related concepts, their actual use of GenAI tools for direct instructional tasks remained limited. Quantitative results show that trust and distrust in GenAI are related yet distinct; high trust does not necessarily imply low distrust, and vice versa. They found significant differences in surveyed instructors' familiarity with GenAI across different trust and distrust groups.
Exploring Student Perspectives on Generative Artificial Intelligence in Higher Education Learning. (Baidoo-Anu et al., 2024)	A total of 277 students from universities and colleges participated in the study. The majority of students are aware of and recognize the potential of Gen AI tools like ChatGPT in supporting their learning. However, a significant number of students reported using ChatGPT mainly for non-academic purposes, citing concerns such as academic policy violations, excessive reliance on technology, lack of originality in assignments, and potential security risks. Students mainly use ChatGPT for assignments rather than for class or group projects. Students noted that they have not received any training on how to use ChatGPT safely and effectively.

Survey Results

The findings of this article were presented in a previous report focusing on professors' opinions (Chible, 2025a) titled "Perspectives on Generative AI among Professors at Lebanese University: A Sample-Based Overview" and also in a previous seminar presentation focusing on professors' and students' opinions through graphs and tables comparing them (Chible, 2025b) titled "Perspectives on Generative AI among Professors and Students: A Sample-Based Overview at Lebanese University".

Demographic Results

The following table summarizes the demographic data of 36 professors. The data reveals that a majority of the respondents are over 50 years old (52.8%). In terms of academic rank, Full Professors and Lecturers each constitute 36.1% of the respondents, while Associate Professors make up 27.8%. A significant portion of the group (72.2%) possesses extensive teaching experience of more than 10 years. Notably, a vast majority of the respondents (91.7%) reported having used generative AI tools.

Demographic data of respondents	Percentage
How old are you?	
Between 30 & 40	19.4%
Between 40 & 50	27.8%
Greater than 50	52.8%
Academic rank	
Associate Professor	27.8%
Full Professor	36.1%
Lecturer	36.1%
Teaching years	
5-10 years	16.7%
Less than 5 years	11.1%
More than 10 years	72.2%
Have you used generative AI tools?	
No	8.3%
Yes	91.7%

The following table summarizes the demographics of 96 students. The data indicates that most respondents are under 25 and pursuing a license degree; the vast majority of respondents (95.8%) reported using generative AI tools.

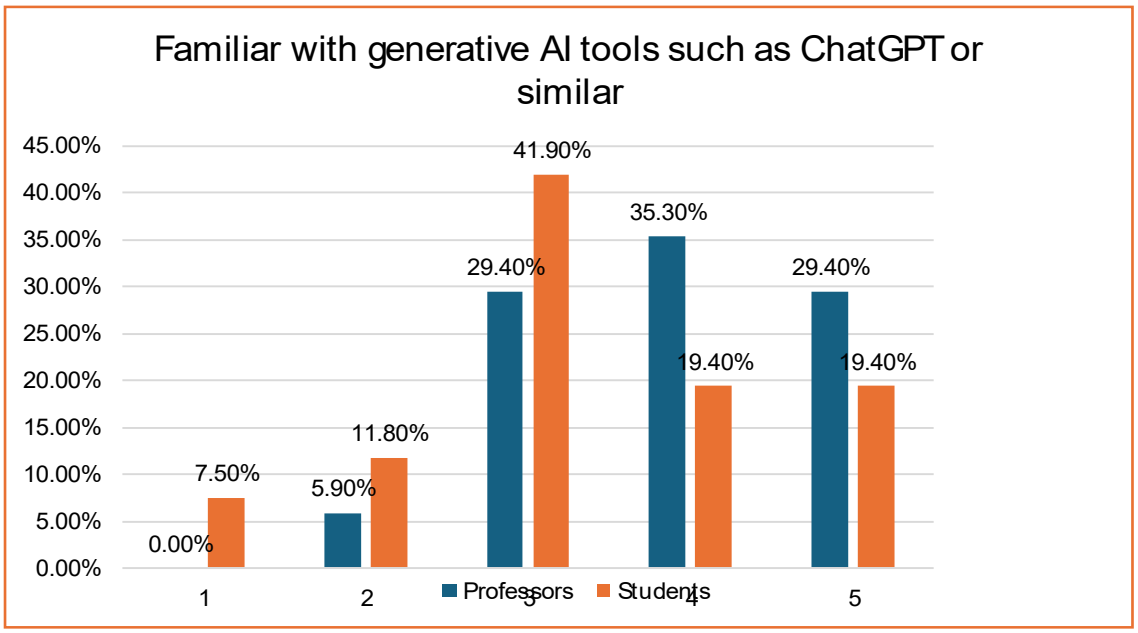
Demographic data of respondents	Percentage
How old are you?	
Less than 20	24%
Between 20 & 25	50%
Greater than 25	26%
Academic Year	
License	73.90%
Master	18.80%
PhD	7.30%
Have you used generative AI tools?	
No	4.20%
Yes	95.80%

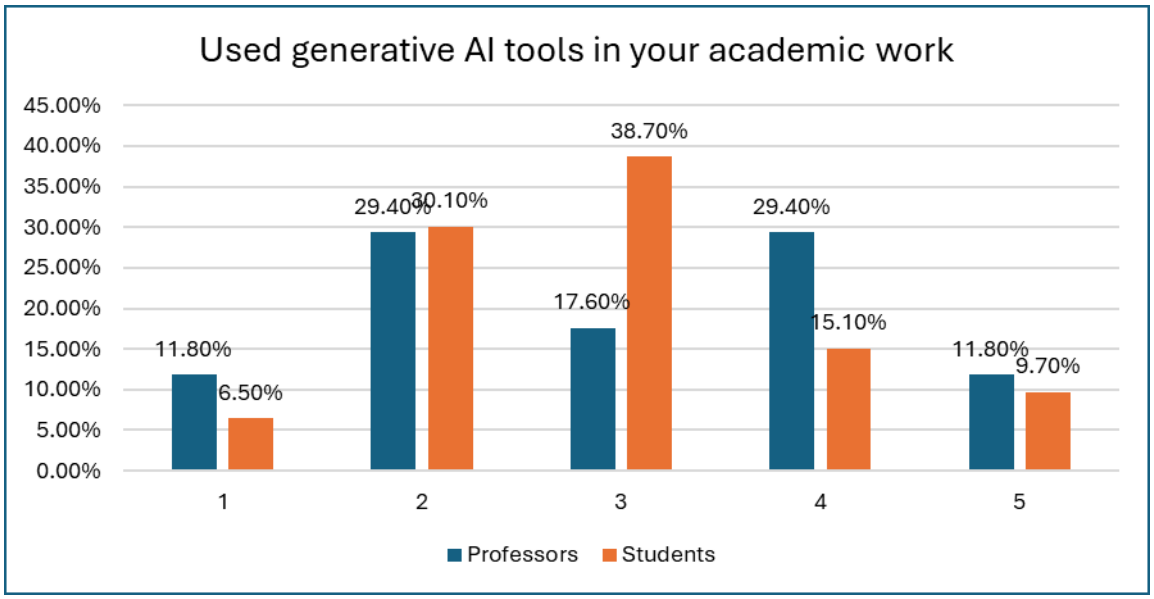
Respondents were from the following faculties: Faculty of Tourism and Hospitality Management, Institute of Social Sciences, Faculty of Economics and Business Administration, Faculty of Engineering, Faculty of Fine Arts and Architecture, Faculty of Information, Faculty of Law and Political and Administrative Sciences, Faculty of Letters and Human Science and Faculty of Science.

Awareness and Usage of Generative AI

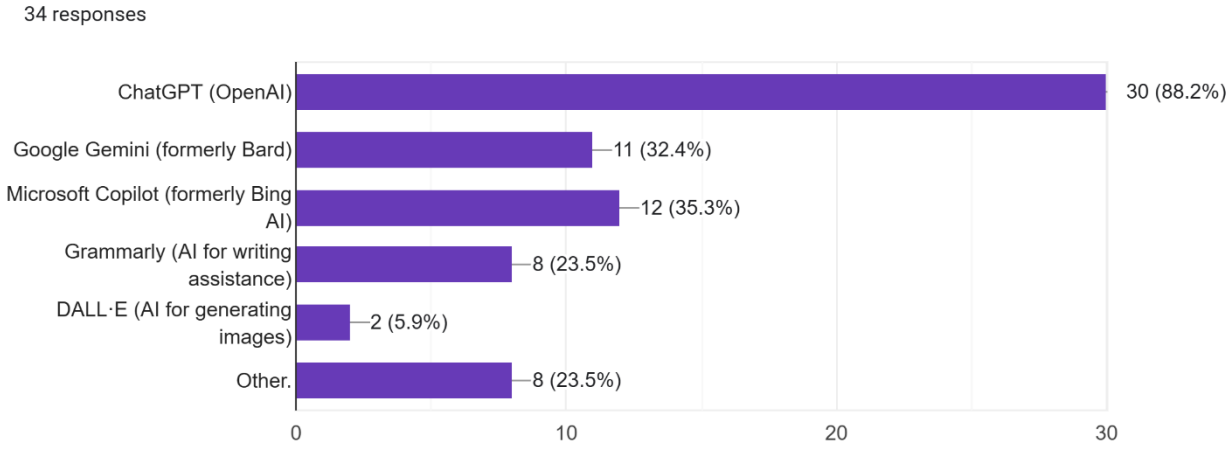
The following table shows survey results comparing professors and students on two questions: Familiarity with GAI Tools & Use of GAI Tools in Academic Work. Majority of professors and students show familiarity in both questions. After the table, two graphs will clearly show the differences between the opinions of professors and students.

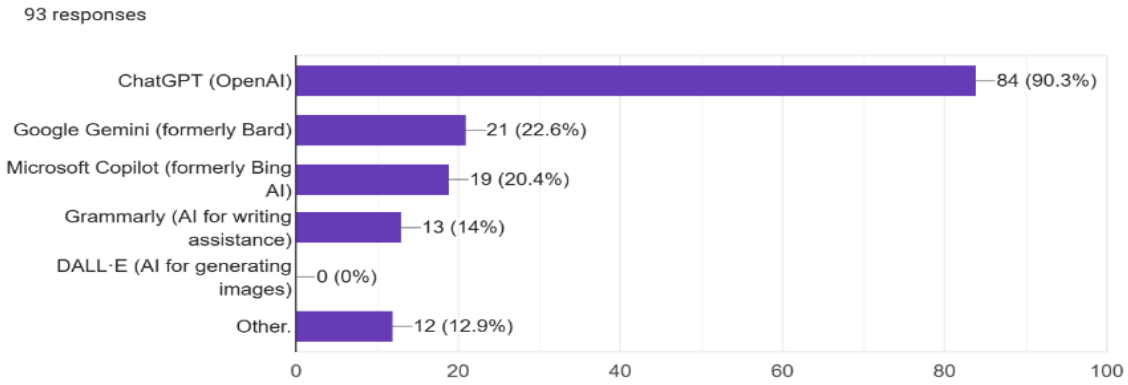
(1 as "Not familiar at all" and 5 as "Extremely familiar")		1	2	3	4	5
Familiar with GAI tools such as ChatGPT	Professors	0.00%	5.90%	29.40%	35.30%	29.40%
	students	7.50%	11.80%	41.90%	19.40%	19.40%
Used GAI tools in your academic work	Professors	11.80%	29.40%	17.60%	29.40%	11.80%
	Students	6.50%	30.10%	38.70%	15.10%	9.70%



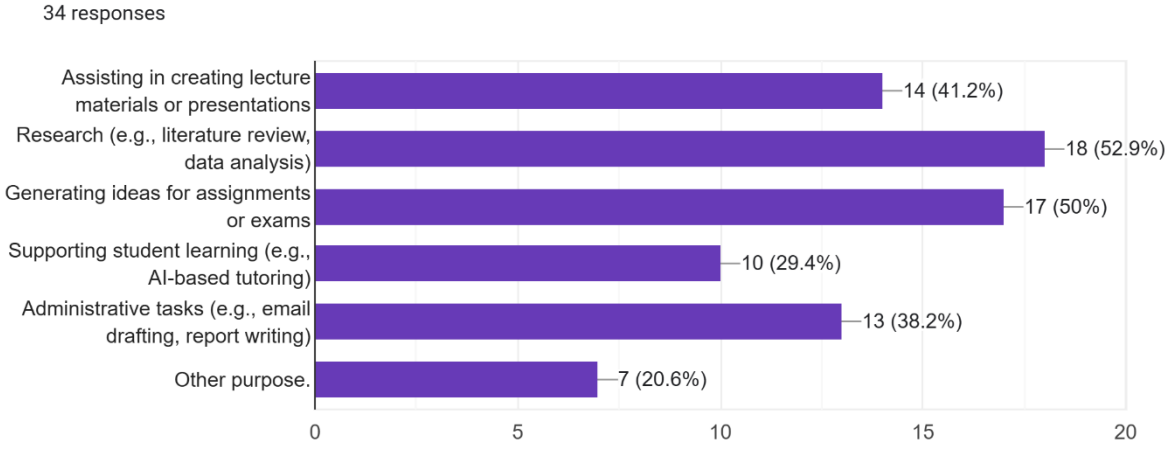


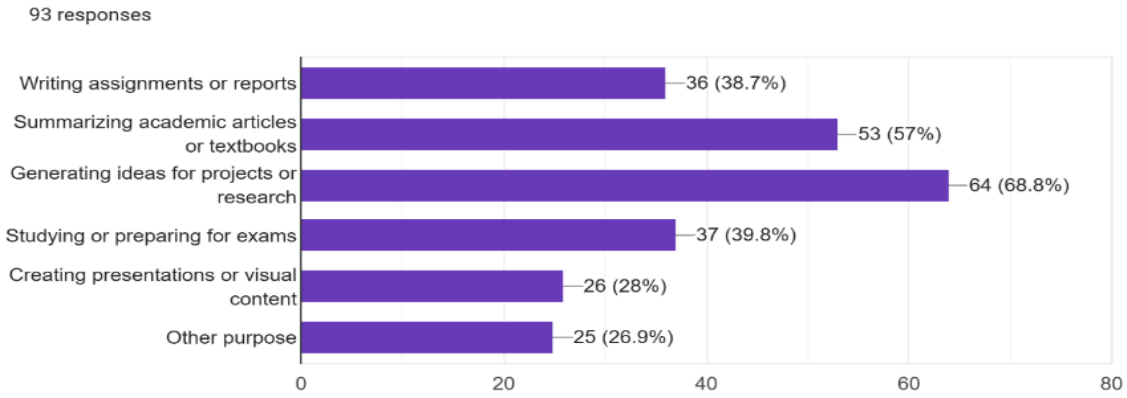
The figures below show the differences between professors' and students' opinions about the most used tool (ChatGPT, Microsoft Copilot and Google Gemini , ….). ChatGPT is the most used by both professors and students.





The figures below show the differences between professors' and students' opinions about for what purpose they use GAI (Assisting in creating lecture materials or presentations, Research, generating ideas for assignments or exams, Supporting student learning, or administrative tasks).

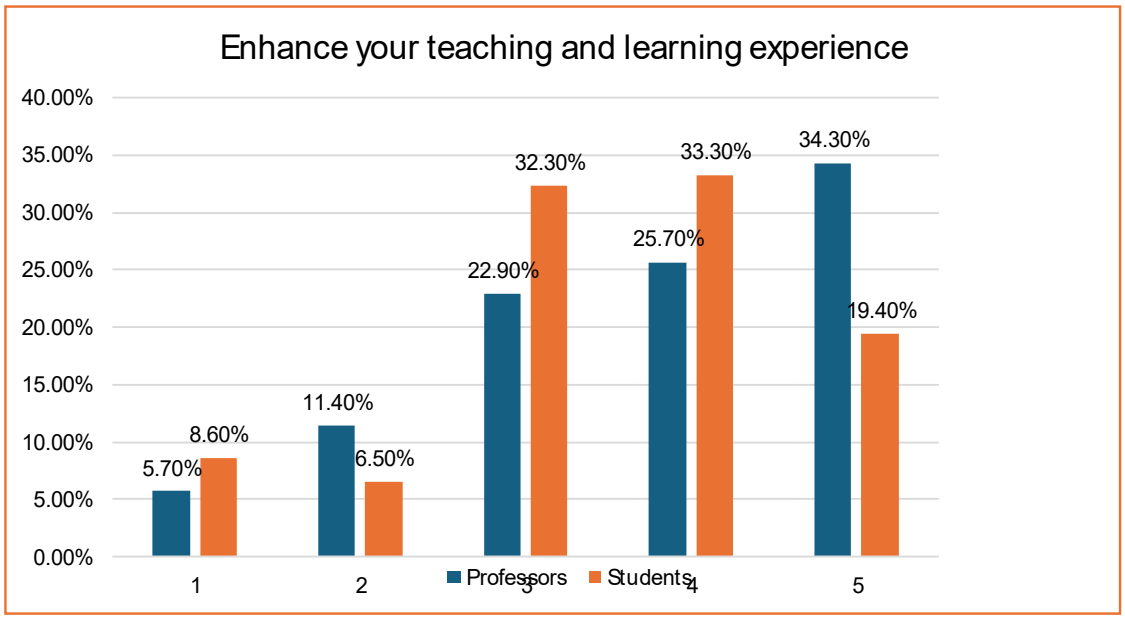


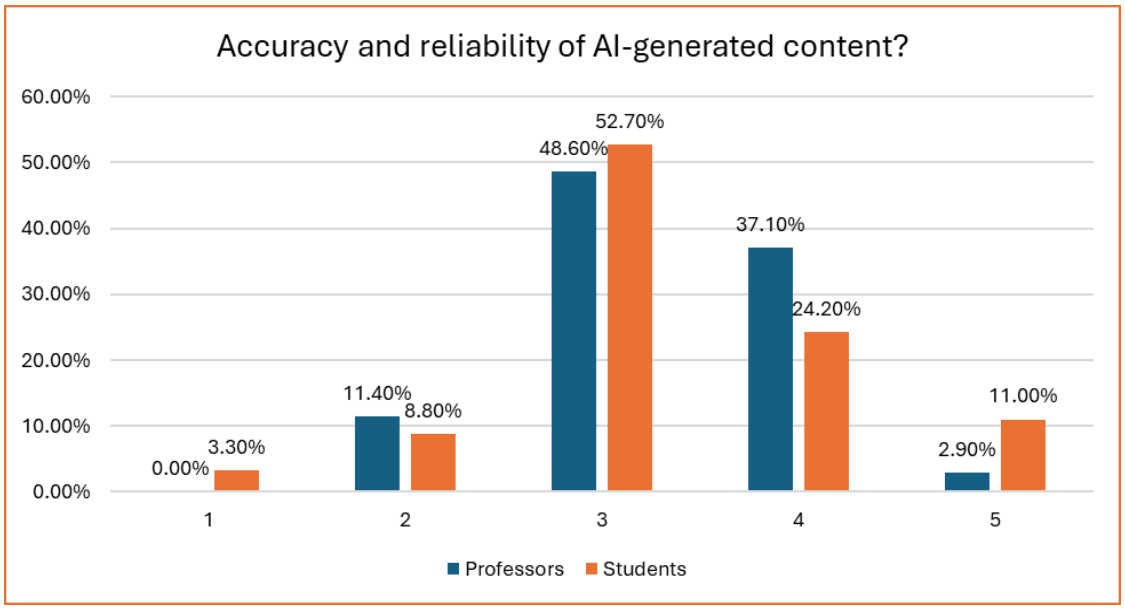


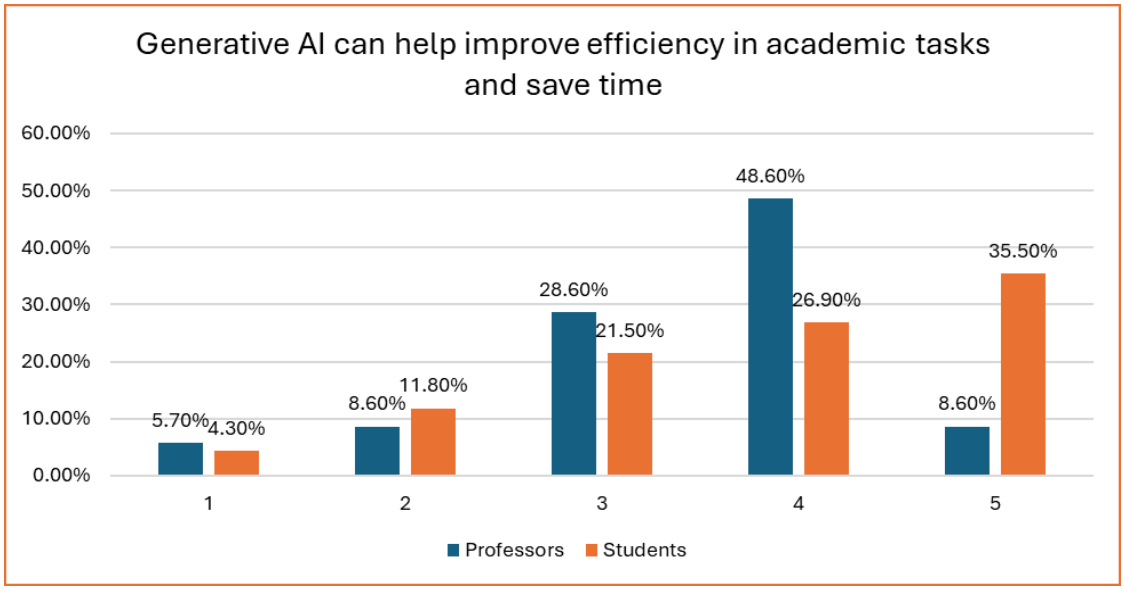
Perceptions of Generative AI in Academia

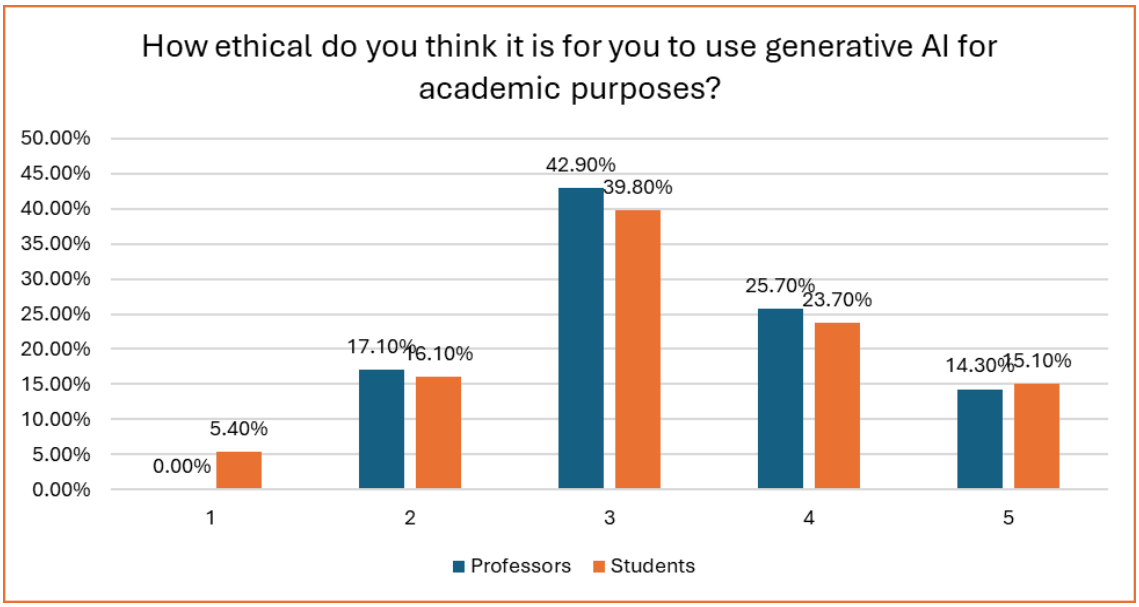
The following table shows survey results comparing professors and students on four statements: GAI Enhances your teaching and learning experience - GAI-generated content is accurate and reliable - Generative AI helps improve academic efficiency - Using generative AI for academic purposes is ethical. After the table, four graphs will clearly show the differences between the opinions of professors and students.

(1 as " Strongly disagree" and 5 as " Strongly agree")		1	2	3	4	5
GAI Enhances your teaching and learning experience	Professors	5.70 %	11.40 %	22.90 %	25.70 %	34.30 %
	Students	8.60 %	6.50 %	32.30 %	33.30 %	19.40 %
(1 as " Very inaccurate " and 5 as " Very accurate ")		1	2	3	4	5
GAI-generated content is accurate and reliable	Professors	0.00 %	11.40 %	48.60 %	37.10 %	2.90 %
	Students	3.30 %	8.80 %	52.70 %	24.20 %	11.00 %
(1 as " Strongly disagree" and 5 as " Strongly agree")		1	2	3	4	5
Generative AI helps improve academic efficiency	Professors	5.70 %	8.60 %	28.60 %	48.60 %	8.60 %
	Students	4.30 %	11.80 %	21.50 %	26.90 %	35.50 %
(1 as " Highly unethical " and 5 as " Highly ethical ")		1	2	3	4	5
Using generative AI for academic purposes is ethical	Professors	0.00 %	17.10 %	42.90 %	25.70 %	14.30 %
	Students	5.40 %	16.10 %	39.80 %	23.70 %	15.10 %


Enhance your teaching and learning experience
40.00%
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
5.70%
8.60%
11.40%
6.50%
22.90%
32.30%
25.70%
33.30%
34.30%
19.40%
1
2
3
4
5
Professors
Students

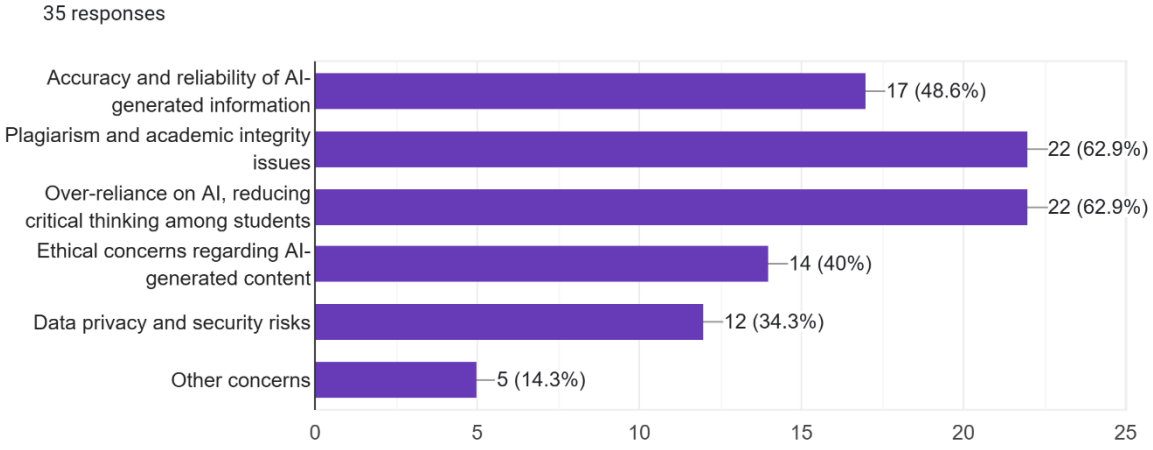

Accuracy and reliability of AI-generated content?
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
0.00%
3.30%
11.40%
8.80%
48.60%
52.70%
37.10%
24.20%
2.90%
11.00%
1
2
3
4
5
Professors
Students

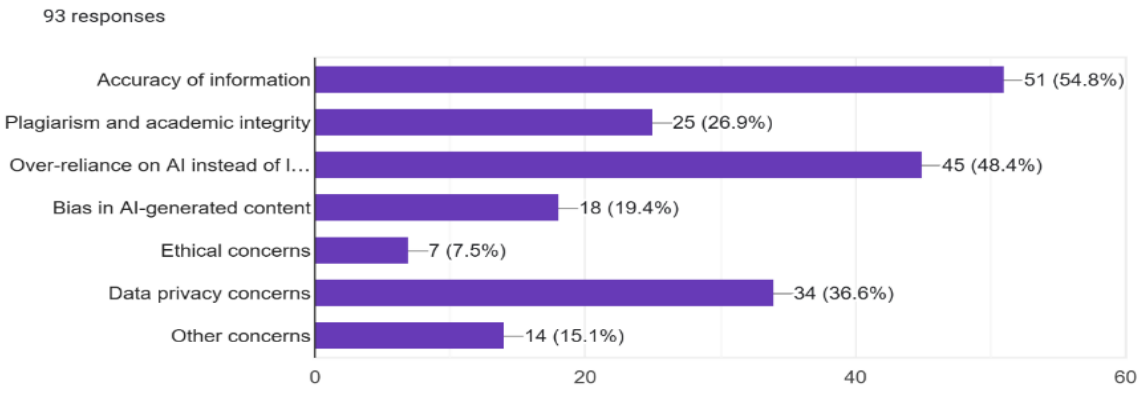

Generative AI can help improve efficiency in academic tasks and save time
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
5.70%
4.30%
8.60%
11.80%
28.60%
21.50%
48.60%
26.90%
8.60%
35.50%
1
2
3
4
5
Professors
Students



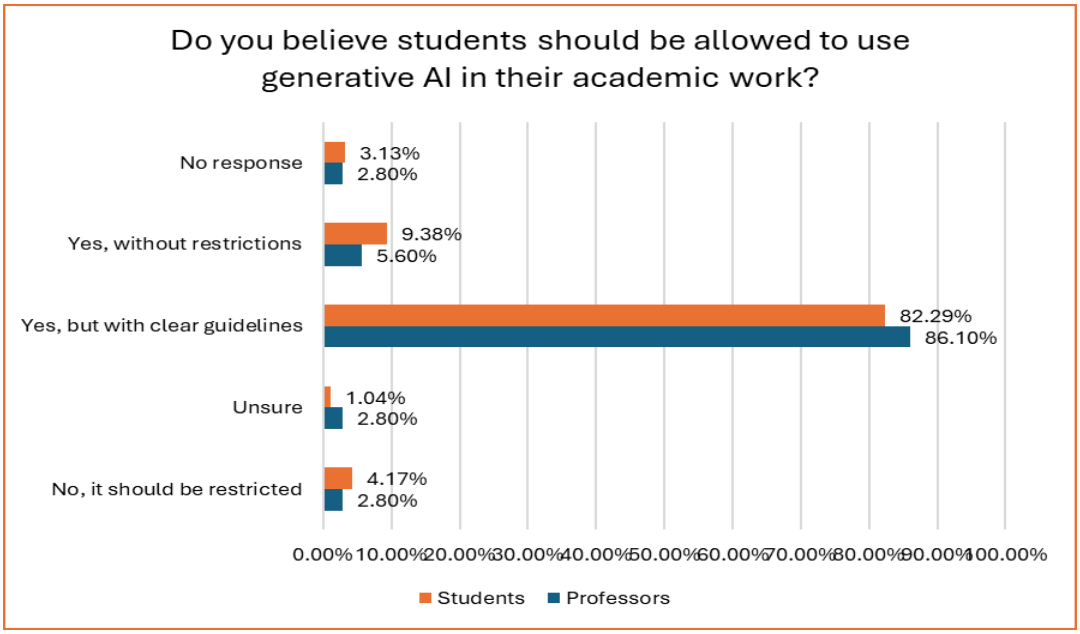
Challenges and Concerns

The next two charts show the main concerns of professors & students about using generative AI in academia.



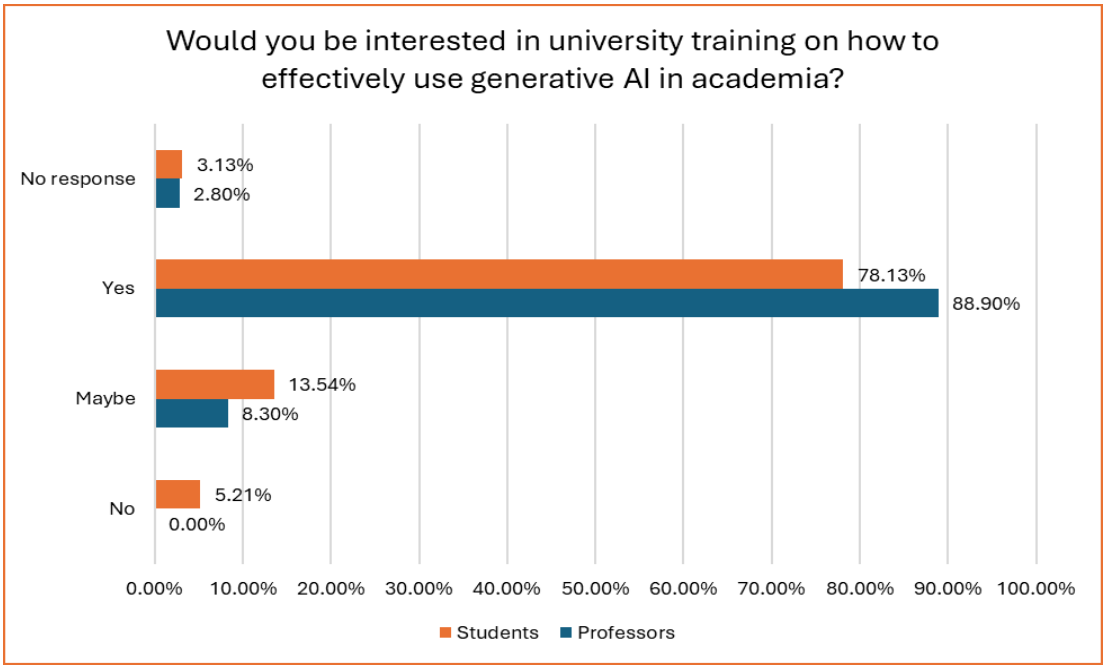


The next chart reveals strong support among professors and students for permitting students to use generative AI in academic work, but under structured conditions.

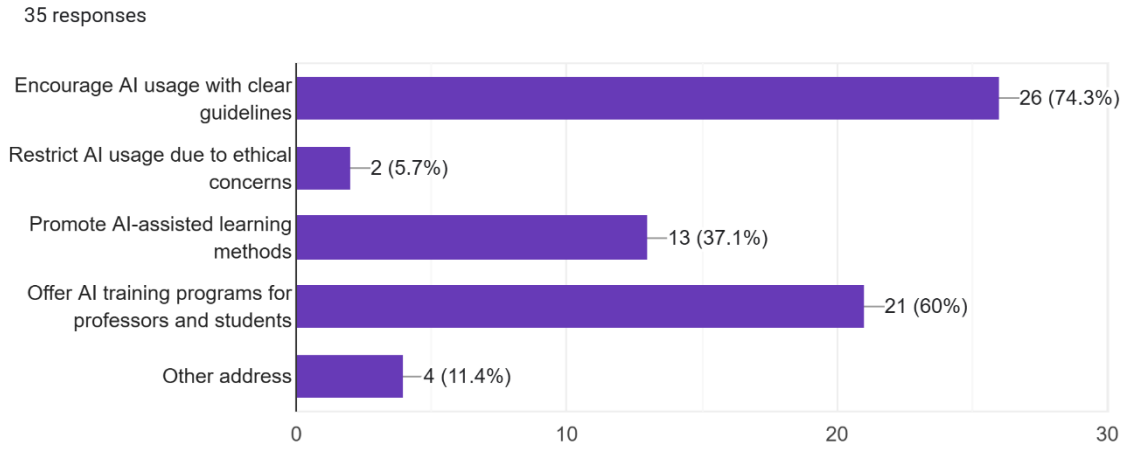


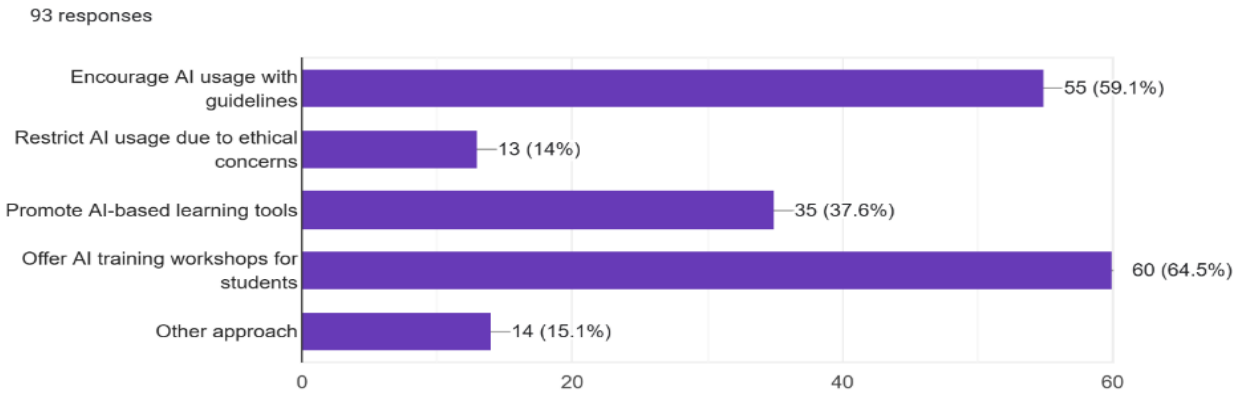
Future Perspectives and Policy Recommendations

The chart below shows strong support among professors and students for training on how to effectively use generative AI in academia.



This next bar charts displays responses to a survey question about how professors and students should address the use of generative AI in academia.





Conclusion

Finally, let us summarize the responses to the five questions we set in the introduction:

1. What are the demographic characteristics of professors and students who use generative AI tools at the Lebanese University?

Professors from all ages and all academic ranks are encompassed. A significant portion of them possess extensive teaching experience of more than 10 years. About students, the data indicates that most respondents are under 25 and pursuing a license degree. A vast majority of the respondents from both professors and students reported having used generative AI tools.

2. What is the level of awareness, usage, type, and purpose of generative AI tools among professors and students?

Majority of professors and students demonstrate familiarity with generative AI rating their understanding of these tools as neutral, high & very high. There is a high adoption, as most of them have used generative AI tools, with ChatGPT being the most prevalent. The most common academic uses reported were for research purposes and generating ideas.

3. What are professors and students' perceptions regarding the effectiveness, reliability, and ethical use of generative AI in academia?

A significant portion agreed or strongly agreed that generative AI enhances teaching and learning experiences. Regarding the accuracy and reliability of AI-generated content, responses were more neutral. Professors said more neutral and agree that generative AI improve academic task efficiently, while students said more agree and strongly agree. In terms of ethics, most respondents held a neutral view.

4. What are the primary concerns in general and attitudes of professors and students regarding students' use of generative AI in academic settings?

The top concerns of both are plagiarism and academic integrity issues and over-reliance on AI reducing students' critical thinking. Accuracy and reliability of AI-generated information was a big concern for students. Ethical concerns and data privacy and security risks were also a concern for both in some percentages. Majority of both respondents believe students should be allowed to use generative AI in academic work, but only with clear guidelines.

5. What are the future expectations and policy recommendations of professors and students regarding the integration of generative AI at the Lebanese University?

Both said Yes for university training on how to effectively use generative AI in academia and both recommend encouraging the usage of artificial intelligence with clear guidelines.

In summary, the surveyed responders are actively engaging with generative AI and acknowledge its transformative capabilities in academia. This optimism is balanced by significant concerns, particularly regarding academic integrity and the development of critical thinking skills. The path forward, as strongly indicated by the faculty, involves a proactive and structured approach: establishing clear institutional policies, providing comprehensive training for both educators and students, and fostering an environment of responsible and ethical integration of these powerful new tools.

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